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ABSTRACT

This paper illustrates how the Kelly repertory grid and the Thomas focusing technique can be used to help teachers and learners become aware of learners' purposes for reading, and how these purposes can be used in a program for improving competencies in reading for learning. The grid elicitation and focusing techniques are briefly described. Four focused grids elicted from students in the college of education are used to show how differently the same universe of discourse (purposes for reading) can be interpreted. A consensus grid illustrates how nine students differentiated between those purposes related to educational activities, pleasure, and real learning. These grids were used as a starting point for learning conversations, in which students reviewed and changed their repertoire of purposes. Improvement in reading skills resulting from the learning conversations is reviewed, as well as results from a follow-up consensus grid. (Author/AA)

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THE KELLY REPERTORY GRID AS A VEHICLE FOR ELICITING A PERSONAL TAXONOMY OF PURPOSES FOR READING

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The Kelly Repertory Grid as a Vehicle for eliciting a Personal Taxonomy of Purposes for Reading

Abstract

Many teachers and researchers in the field of education agree that if learning is to be personally effective, then the learner must be encouraged to become self-organised. This assumption highlights the importance of learner-centred purposes. The teacher is unable to enter the learner's head; he cannot predict how the task he assigns is interpreted. On the other hand, in encouraging the learner to invent his own tasks, the teacher loses control. This paper aims to show how the Kelly repertory grid and the Thomas focusing technique can be used to help both teacher and learner to become more aware of learner-centred purposes and how to recruit these into a programme for improving Reading-for-Learning competency. The grid elicitation and focusing techniques are briefly described. Four focused grids elicited from college of education students are used to show how differently the same universe of discourse, namely 'purposes for reading', can be interpreted. A consensus grid illustrates how nine students sharply differentiated between those purposes which relate to 'educational activities', 'pleasure', and 'real learning'. The educational elements and the real learning elements are rated in opposite ways. The students were allowed to define their own repertoire of reading purposes. Each grid revealed the dimensions within which individual purposes were experienced. These focused grids were used as a starting point for conducting Learning Conversations. Thus aided, students were able to review and change their repertoire of purposes, whilst remaining centrally located in their own domain.

The grid, together with other awareness-raising tools, was then used in Learning Conversations to help students to improve their overall competency in Reading-for-Learning. Improvements of up to 300 - 500% were recorded. Not only do they become more skilled readers, they also become more self-organised learners. A follow-up consensus grid showed that the opposing sets of elements (educational and real learning) had moved considerably to overlap with each other. Personal taxonomies of intentionality have been elicited by means of grid technology in other modes of learning, such as listening and discussion. Used in this way, the grid becomes a universal tool for Learning-to-Learn.

The Kelly Repertory Grid as a Vehicle for eliciting a Personal Taxonomy of Purposes for Reading

Print provides a major resource for tapping vicariously a vast store of human experience. Almost any need can be at least partially satisfied by reading. The quality and range of purposes which a person can generate, together with his effectiveness in processing the resource, will influence the richness of his response to print. Different purposes for reading lead to different kinds of processing of the l i n e a r s t r i n g s of hieroglyphics which make up the words, sentences and paragraphs on a page. These are sampled, selected and related in order to attribute a "structure of meaning" (Thomas & Augstein, 1973). During this process of effective reading, the purpose itself becomes refined, elaborated, modified, differentiated or even completely changed.

The attention given to 'purpose' in the teaching of Reading-for-Learning has all too often been either too rigid and dogmatic or it has been under-played. The findings of I. A. Richards (1964) on students' responses to literary texts, led him to conclude that greater emphasis should be given to the encouragement of students' own experiences and purposes. In literary appreciation the traditional view predominated "like wire upon which a climbing plant is trained" and without this scaffolding of objective criteria, students felt like a "friendless man deprived of weapons". Perry (1959) in demonstrating "obedient purposelessness" and "positive misconceptions" in reading tests, showed how even the cream of American learners, Harvard freshmen, who volunteered for a reading course, interact naively with print.

Again, Gall's (1970) survey of research on classroom questions emphasises the need for more effective teacher training programmes to implement desired questioning strategies. Each of these findings support the contention that 'purpose' in reading has been viewed in a closed and constrained way.

How then can purposeful reading be recruited effectively into the teaching of Reading-for-Learning?

A number of taxonomies are available as a guide for readers to articulate purposes. In the cognitive domain, those of Barrett (1968) and Bloom (1956) are amongst the most well known. Gunn's (1951) taxonomy classifies purposes in the affective domain. Such taxonomies embody the view of one expert or a consensus of specialists in the field. Whilst the structuring of purposes in this way is useful in providing insights into the range of possible purposes for reading, if treated too rigidly and dogmatically, as every sensitive teacher knows, these taxonomies can seriously diminish the quality of learning experiences to be gained by reading.

There is one other hazard which must be guarded against in the teaching of purposeful reading. This is to assume that the purpose of the reader is exactly that which the teacher has assigned. Except in the simplest fact-finding exercise, such as:-

"Count the number of poly-syllabic words in the last paragraph"

"Name the capital cities of western Europe"

"Describe the anatomy of the compound eye of the butterfly"

or "List the steps in the manufacture of steel",

the task set by the teacher, seldom exactly matches the interpretation given to it by the learner. Each individual lives within his world

of experience, knowledge, beliefs and attitudes, and even such apparently literal questions engender non-conformist responses. Gall and others have shown that literal questions abound in the classroom activities. These have an important advantage; that of generating 'objective' criteria for assessing the outcomes of reading. However, most real-life or project-based reading purposes are much more nebulous and multi-dimensioned. They are therefore open to a wide variety of individual interpretation. The teacher cannot enter into the learner's head; he cannot predict exactly how the learner interprets the assigned task. Consider the following three tasks:-

"In what ways did Darwin take off on the ideas of Malthus?"

"Identify the factors which led Mary Anne to run away from home."

"How vividly did Hardy describe Wessex country life?"

A teacher may well classify such purposes as inferential, re-organisational and evaluative respectively, on Barrett's Taxonomy. Reference to the Origin of Species, A Case Study of the delinquent Mary Anne and to Under the Greenwood Tree, shows that the answers are not to be found in a literal examination of the texts. Our "conversational" investigations, as well as unbiased common sense, show that reading purposes such as these are open to an enormous variety of interpretation.

Clearly, it is no easy task to assess the quality of the oral or written outcomes of tasks, which demand more than a literal response from the reader. In attempting to develop a procedure, it is useful to consider three definitions of learning (Jahoda & Thomas, 1966). Learning Type A is assessed in terms of the teacher's purpose. Learning Type B is assessed in terms of the learner's purpose. All too often this remains at least partially unarticulated. This leads to learning Type C, which is assessed retrospectively when 'purpose' and 'outcome' have been articulated by the learner. Despite the emphasis given to

learning Type A in the classroom, Type B learning predominates. But this remains a hidden component of classroom transactions. When Type B learning is confronted with Type A assessment, learner passivity, alienation, or rejection colour such transactions. A rapprochement becomes possible between the learner and teacher, if together they monitor 'purpose', 'strategy' and 'outcome', within the framework of Type C learning. The teacher can involve the reader prospectively and retrospectively in an examination of 'purpose', in order to clarify and articulate this more clearly. This articulated purpose can then form the basis for developing criteria for assessing the quality of the outcome. To achieve this the teacher needs tools and procedures.

The purpose of this paper is to introduce one such tool, the Kelly repertory grid, which can be used to diagnose and recruit Type C learning into programmes for assessing and developing reading competency. It offers a systematic methodology for bridging the experiential worlds of the teacher and learner. The Kelly repertory grid promises to be equally effective for the personal negotiation of learning purposes and assessment of learning outcomes at all levels in education from the primary school to university.

The Kelly Repertory Grid Study

The study reported, forms part of an SSRC financed project, concerned with developing methods for helping school pupils and college students to improve their use of reading as a learning skill. The study shows how the Kelly repertory grid (1955) and the Thomas grid focusing technique (1975) can be used to elicit and display the reader's own taxonomy of purposes.

Nine college of education students were encouraged to map out their personal repertoire of reading purposes. The grid results show clearly,

that to assume each student has an incomplete set of purposes which relate to a given taxonomy, is to misconceive the coherent pattern of purposes which build up into their own personally meaningful taxonomies. Once identified, these idiosyncratic taxonomies can form the base for examining, reviewing, extending and refining students' assumptions about purpose.

The Grid Technique

The grid is a vehicle for exploring the experiential world (thoughts and feelings) of an individual. The grid elicitation interview consists of two phases. In the first phase, the participator is asked to name a range of "elements" which would define a "universe of discourse". In the study, the universe of discourse was "purposes for reading". Interviewing techniques (Thomas, 1976a) are used to guide the participant into exploring his or her own reading experience until he or she can name vivid examples of purposes from within this experience. Eliciting reading purposes can be aided by talking the subject through a diary of reading events, covering a day, week or month. Each event can be explored to identify a reading purpose.

When a representative sample of elements (purposes) has been elicited, the subject is then moved into a second phase of the interview. This is concerned with eliciting "constructs" and assigning elements to the poles of these constructs. Specifically, each purpose for reading is written on a card and the subject is offered three cards at a time. He or she is asked to think about the three purposes wholistically and to decide which two out of the three are most alike. Again, sensitive interviewing can enhance the

quality of the response. When a similar "pair" has been identified the subject is asked to describe the nature of the similarity. This description constitutes one pole of the construct. A description of how the third card or "singleton" differs from the pair is then elicited. This constitutes the second pole of the construct.

For example, one of the nine subjects, Sybil, offers the following three purposes among her 10 elements:-

because it was recommended, (element 8)
revision for examinations, (element 3)
for reference. (element 4)

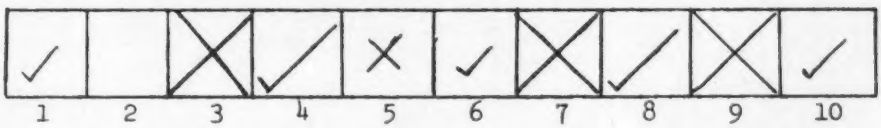
Sybil decided that "for reference" and "because it was recommended" were more alike each other than "revision for examinations". She describes the similarity between the pair as "influenced by other people's ideas and choices". The singleton was described as "set work under pressure". Thus, Sybil's construct was:-

Pole 1		Pole 2
influenced by other people's ideas and choices	v	set work under pressure

Once the two poles have been elicited, the subject is asked to imagine a five point scale, ranging from:-

Most like Pole 1	Fairly like Pole 1	Neutral	Fairly like Pole 2	Most like Pole 2
✓	✓		×	X

This defines the five point scale. The subject then assigns each remaining element to a position on this scale. For example, Sybil rates each of her remaining seven purposes for reading as follows:-



1 - 10 = order of elicitation of 'purpose' elements

Using fresh sets of three elements, written on cards, Sybil continues to identify constructs, and to rate all elements on each construct, until her repertoire of constructs is exhausted. A systematic randomising technique (Thomas, 1976a) is used for selecting each fresh "triad" or set of three elements. This ensures that no one pair of elements is repeated more often than any other. The element description, construct description and the ratings are systematically reported in Sybil's raw grid (Fig.1 in the Result Section).

Thus the repertory grid technique makes explicit an individual's views of significant elements in her thinking and feeling about a topic and the dimensions within which the topic is experienced. Constructing this raw grid is a useful exercise in itself. The subject becomes immediately more aware of the topic and the framework in which she perceives it. However, focusing the grid produces a more powerful awareness-raising experience for the subject participant, and a more immediately meaningful source of data for the researcher or teacher. Elements are correlated with elements to produce a total relations matrix. This in turn can be cluster-analysed (Thomas, 1976b) to reveal "what goes with what" in the subject's thinking. Constructs can be similarly clustered. The Thomas focusing technique re-sorts the elements and constructs on the basis of this clustering. Four focused grids and one consensus grid are interpreted to illustrate the quality and the range of data obtained.

FIGURE 1

SYBIL'S RAW GRID

PURPOSES FOR READING

	CONSTRUCTS		ELEMENTS									
	Pole 1 ✓ ✓	Pole 2 × ✗	1 INTEREST/CURIOSITY	2 TO PASS TIME	3 EXAMINATION REVISION	4 FOR REFERENCE	5 OUGHT TO, BUT DON'T FEEL LIKE	6 KNOWLEDGE OF SUBJECT	7 SET FOR DISCUSSION	8 BECAUSE RECOMMENDED	9 ESSAY/SEMINAR	10 FOR PLEASURE
1.	OWN INTEREST, INDEPENDENT OF SET WORK	SPECIFIC SET WORK	✓		✗	✓	×	✓	✗	✓	✗	
2.	NO AIM, NO REASON	SET WORK WITH REASON AND PURPOSE		✓	✗		✓		✗	×	✗	✓
3.	CURIOSITY FROM OWN DESIRE FOR KNOWLEDGE	CURIOSITY INDUCED BY OTHERS' IDEAS	✓			✗		✓		✗		✓
4.	PLEASURE, FOR KNOWLEDGE AND SATISFACTION	ANXIETY, NEVER FEEL TO HAVE LEARNED ANYTHING	✓		×	✓	✗	✓	×		×	✓
5.	INFLUENCED BY OTHERS' IDEAS BY CHOICE	SET WORK UNDER PRESSURE	✓		✗	✓	×	✓	✗	✓	✗	✓
6.	CHOICE BUT NOT NECESSARILY PLEASURE	SET WORK	✓	✓	✗	✓		✓	✗	✓	✗	
7.	NO AIM, NOT HOPING FOR RESULTS	AIM AND PURPOSE, TO GAIN KNOWLEDGE	×	✓	✗	✗		✗	✗		✗	✓

Results

Normally, results of empirical work can be offered without elaborate explanation, since the form which these take is familiar to most workers in the area. The repertory grid, although becoming widely used in other fields of psychology, has not been much used in Education. Therefore four grids selected from the completed set of nine are presented, together with commentaries to illustrate how the research/teaching data can be interpreted. The grid provides a bridge between case study material and systematic numerical data. Separately, each grid demands sensitive interpretation to reveal the complexity of the contents. Together they can be summarised to display a consensus view.

Sybil's raw grid is shown in Fig.1. She offered ten elements (shown across the top of the grid) and seven constructs (shown down the left hand side). Large and small ticks and crosses are assigned to indicate similarity to Pole 1 and Pole 2. Blank cells indicate the neutral responses. By eye it is possible to pick out various relationships. For example, the seventh column (E7) and ninth column (E9) contain identical sequences of crosses and blanks. So, Sybil experiences "Set for Discussion" and "Essay/Seminar", similarly. The first row (C1) and the fifth row (C5) contain similar but not idential sequences of responses. Thus when Sybil experiences something as "Own interest, independent of set work" she is also very likely to experience it as "Influenced by others' ideas, by choice". The whole pattern of such similarities in the grid is best explored after focusing. Fig.2 shows Sybil's focused grid.

10.

FIGURE 2

SYBIL'S FOCUSED GRID

PURPOSES FOR READING

			ELEMENTS										
			8	4	6	1	10	2	5	9	3	7	
	CONSTRUCTS		BECAUSE RECOMMENDED	REFERENCE	KNOWLEDGE OF SUBJECT	INTEREST CURIOSITY	PLEASURE	PASS TIME	OUGHT BUT DON'T FEEL LIKE	ESSAY SEMINAR	EXAM REVISION	SET FOR DISCUSSION	
	Pole 1 ✓ ✓	Pole 2 ✗ ✗											
3	CURIOSITY FROM OWN DESIRE FOR KNOWLEDGE	CURIOSITY INDUCED BY OTHERS' IDEAS	✗	✗	✓	✓	✓						3
4	PLEASURE FOR KNOWLEDGE AND SATISFACTION	ANXIETY, NEVER FEEL TO HAVE LEARNED ANYTHING		✓	✓	✓	✓		✗	✗	✗	✗	4
1	OWN INTEREST INDEPENDANT OF SET WORK	SPECIFIC SET WORK	✓	✓	✓	✓			✗	✗	✗	✗	1
5	INFLUENCED BY OTHERS' IDEAS BY CHOICE	SET WORK UNDER PRESSURE	✓	✓	✓	✓	✓		✗	✗	✗	✗	5
6	CHOICE BUT NOT NECESSARILY PLEASURE	SET WORK	✓	✓	✓	✓		✓		✗	✗	✗	6
2	NO AIM, NO REASON	SET WORK WITH REASON & PURPOSE	✗				✓	✓	✓	✗	✗	✗	2
7	NO AIM NOT HOPING FOR RESULTS	AIM & PURPOSE TO GAIN KNOWLEDGE		✗	✗	✗	✓	✓		✗	✗	✗	7
			8	4	6	1	10	2	5	9	3	7	

Inspection of the re-ordered columns shows that "Essay/Seminar" (E9), "Exam Revision" (E3) and "Set for Discussion" (E7) are identical. These three elements are placed on Pole 2 of all constructs, except Construct 3 on which responses are neutral. "Knowledge of subject" (E6) and "Interest, curiosity" (E1) are largely contrasted with E9, E3 and E7, since these lie on Pole 1 of Constructs 3, 4, 1, 5 and 6. "Because Recommended" (E8) and "Reference" (E4) are similar to E6 and E1, except on Construct 3. "Pleasure" (E10) is quite similar to E6 and E1, except on Construct 7. E2 is neutral on Constructs 3, 4, 1 and 5 and is placed at Pole 1 on Constructs 6, 2 and 7. E5 is neutral on Constructs 3, 6 and 7 and is placed on Pole 2 on Constructs 4, 1 and 5.

By gradually reading how the elements cluster on the constructs, Sybil's tacit view of them is revealed. This may or may not match with the teacher or researcher's tacit view of how Sybil should or would see them, given the verbal descriptions of the elements, without the grid. The power of the grid is such that it displays the subject's meanings, uncontaminated by the words or ideas of the teacher/researcher. The interpretation of the 'meaning' in the grid is best conducted in conversation with the subject. He or she can respond to the structural relationships between elements and constructs, and to the particular verbal descriptions which apparently relate to each other.

Inspection of the re-ordered rows reveals that Constructs 1, 5 and 6 are similar to each other. The Pole 1 description emphasises "Own Choice" and the Pole 2 description emphasises "Set Work". This is obviously a very central dimension in Sybil's experience of reading purposes. Again, Constructs 2 and 7 are quite similar and

FIGURE 3

FIONA'S FOCUSED GRID

PURPOSES FOR READING

		ELEMENTS									
		3	7	6	2	1	9	5	10	8	4
CONSTRUCTS		GIVE IMPRESSION OF INTELLIGENCE	FEEL OF DOING SOMETHING WORTHWHILE FOR TEACHER	AVOID T.V.	GET AWAY FROM REALITY	RELAXATION	STIR UP EMOTIONS	BE PRIVATE AND UNDISTURBED	CONFIRM OWN IDEAS	PICTURE OTHER LIFE STYLES	INFORMATION OF PERSONAL INTEREST
Pole 1 ✓ ✓	Pole 2 × X										
FORCES ME BACK ONTO MYSELF	TAKES ME OUT OF MYSELF	✓	✓	✓	✓	X	×	×	✓	X	X
IN RESPONSE TO EGO'S DEMANDS	IGNORE'S EGO'S DEMANDS	✓	✓	✓	✓	✓	✓	×	X	X	X
TO IDENTIFY SELF TO OTHERS	TO ESCAPE FROM OTHERS	✓		×	X	X	×	×			✓
DOES NOT LEAD TO CONCENTRATION	DOES LEAD TO CONCENTRATION	✓	✓		X	X	X	X	×	×	×
SELF-DISCIPLINE, READING FOR READINGS SAKE	READING FOR INFORMATION		✓			✓	✓	×	X	X	X
CURIOSITY DORMANT	CURIOSITY AROUSED	✓		✓	×	✓	✓	✓	X	X	X
		3	7	6	2	1	9	5	10	8	4

represent a "No aim" v "Purposive" dimension. Constructs 3 and 4 show some general similarity of response, contrasting "Self-initiated enjoyable learning" with "Anxious and influenced by others".

Thus by focusing the grid, Sybil's view of purposes for reading is illuminated, not only for the researcher but also for her. The focused grid distils the essence of the pattern of meaning which describes the way Sybil thinks and feels about one particular "Universe of discourse" - purposes for reading. The focused grid represents a "Mirror Image" of one tiny part of Sybil's psyche. Together, the researcher and the subject participate in the experience of attributing meaning to this image. This is an important step in moving towards Type C learning, when teacher and student co-operate in an examination of 'purpose' in order to articulate this more clearly. For Sybil, a better understanding of her partially hidden repertoire of reading purposes was achieved. This insight later enabled her to develop her competency in Reading-for-Learning.

A second focused grid, (Fig.3) shows how differently the same universe of discourse can be interpreted. It also illustrates how similarities can be traced, despite the apparent differences. Fiona's focused grid can be simplified to demonstrate the main patterns of meaning in it. This Fig.4 shows that the first three elements (E3, 7, 6) lie on Pole 1 of all constructs, whereas the last three (E10, 8, 4) lie on Pole 2. The middle four (E2, 1, 9, 5) are similar to the first three elements on the bottom cluster of constructs (C2, 4) and to the last three elements on the middle cluster (C1, C5).

		Elements		
		3, 7, 6	2, 1, 9, 5	10, 8, 4
Constructs	6, 3	✓	✓	X
	1, 5	✓	X	X
	2, 4	✓	✓	X

Fig.4. FIONA'S SIMPLIFIED FOCUSED GRID

Within this overall view, the grid shows detailed variations. For example, there is one Pole 2 response (X) among the first three elements and two Pole 1 responses (✓) among the last three elements. There is agreement on all elements on the first cluster of constructs (C6, 3) except on elements 1, 9 and 10. Gradually, by exploring the pattern and deviations in the grid, the meaning of the relationships between constructs and elements is revealed.

The content of Fiona's elements and constructs are different to Sybil's and the clusters reveal a different approach to reading. Each has three clusters of elements, one related to college work, one to pleasure and relaxation and one to personal interest in learning, but the elements in these clusters are qualitatively different. For example, taking the elements which cluster around college work, Sybil's "Essay/Seminar", "Examination Revision", and "Set for Discussion" are very different from Fiona's "Give Impression of Intelligence" and "Feel of doing something worthwhile for teacher".

Fiona's constructs mostly seem to be concerned with her internal state (self and escape from self) whereas Sybil's show greater pre-occupation with pressure from the outside world (work and aimlessness). Fiona uses terms such as:-

ego, curiosity, self-discipline, and identify self;

Sybil uses terms such as:-

set work and no aim, no reason.

This bald comparison of the two grids serves to point out the nature of the comparative approach. Each grid contains a wealth of information and implications, which can only be tediously reported in a long-hand narrative.

An attempt has been made to introduce you, the reader, to the process of attributing meaning to grids. The strength of the grid data lies in expressing a rich source of case study material in a disciplined, systematic form. Two other focused grids are presented to show the breadth of the universe of discourse, represented by the topic 'purposes for reading'. Nina's grid (Fig.5) shows well differentiated responses on twelve elements and nine constructs. Susan's grid (Fig.6) shows a simpler less differentiated set of responses on nine elements and six constructs.

When the nine focused grids were related one to the other (Thomas, 1976b), three major clusters of elements and four major clusters of constructs became apparent. Fig.7 summarises this result in a consensus grid. The nine college of education students sharply differentiated between purposes related to their educational activities, purposes related to pleasure and self, and purposes related to real learning outside the educational setting. The most significant aspect of the grid was that the "educational element" and the "real learning" element are rated in entirely opposite ways!

FIGURE 5

NINA'S FOCUSED GRID

PURPOSES FOR READING

CONSTRUCTS		ELEMENTS												
Pole 1 ✓ ✓	Pole 2 ✗ ✗	AMUSEMENT	RELAXATION	SF AND NOVELS	KNOW FUTURE	CURRENT EVENTS	KNOW PAST	KNOWLEDGE OF LITERATURE	MAP READING	HOW TO GET PLACES	MEANINGS FOR WORDS	SPECIFIC LEARNING	FACTUAL KNOWLEDGE
ONE SPHERE OF KNOWLEDGE	NO BOUNDARIES TO SPHERE OF SUBJECT	✗	✗	✗	✗	✗	✓	✗	✓	✓	✓	✗	✗
PLEASURE	KNOWLEDGE	✓	✓	✗	✗	✗	✓	✓	✓	✓	✗	✗	✗
PAST	PRESENT AND FUTURE	✓	✓	✗	✗	✗	✓	✓	✗	✗	✗	✗	✓
GENERAL WIDE SPHERE	SPECIFIC WORDS OR SENTENCES	✓	✓		✓	✓	✓	✓	✗	✗	✗	✗	✗
UNKNOWN FACTS	KNOWN FACTS	✓	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗
NON-EDUCATIONAL	EDUCATIONAL	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗
NOT IMPORTANT	IMPORTANT	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗
CONCENTRATION NOT NECESSARY	CONCENTRATION NECESSARY	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗
SUBCONSCIOUS ASSIMILATION	CONSCIOUS PREMEDITATION	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗

FIGURE 6

SUSAN'S FOCUSED GRID

PURPOSES FOR READING

CONSTRUCTS		ELEMENTS								
Pole 1 ✓ ✓	Pole 2 ✗ ✗	EXAMS	TOLD TO	INCREASE KNOWLEDGE	FURTHER STUDIES	OTHER'S VIEWS	INTEREST	DELIBERATE ENJOYMENT	CASUAL ENJOYMENT	PASS TIME
OUGHT TO INCREASE KNOWLEDGE	FOR MYSELF	✗	✓	✓	✓			✗	✗	✗
IMPORTANT	UNIMPORTANT	✓	✓	✓	✓	✓		✗	✗	✗
DONT NECESSARILY ENJOY IT	IDEAL ENJOYMENT	✓	✓	✓	✓	✓	✗	✗	✗	✗
FOLLOW UP SOMETHING	INTERESTED BUT DONT HAVE TO FOLLOW UP	✓	✓	✓	✓		✗	✗	✗	✗
LEARNING TO REPRODUCE	LIGHT READING FOR ENJOYMENT	✓	✓	✓	✓		✗	✗	✗	✗
BECAUSE I'VE GOT TO NO UNDERSTANDING OR ENJOYMENT	BECAUSE I WANT TO	✓	✓	✗	✗	✗	✗	✗	✗	✗

Fig.7

CONSENSUS GRID

OF

PURPOSES FOR READING

CONSTRUCTS	✓✓	✗✗	ELEMENTS-PURPOSES FOR READING: Told to, Set for discussion, A set text For exams, For essays and seminars, Further studies, For principles, For remembering, Scanning in Library, Bookshop.	Pleasure & relaxation, Deliberate enjoyment, Consolation, Be Private To escape boredom, To pass time, To escape reality, To avoid T.V. To give impression of an intellectual, Ought to, though don't feel like, Stir up emotions.	New ideas, stimulate thought, Foundation for reasoning, Improve communication, See others life style, Other views, Current affairs, Confirm own ideas, Interest and curiosity, Recommended, Personal reference, Knowledge of a thing, Widen imagination, knowledge of literature, Vocabulary and conversation, Film reviews, Read to the children(Stories)
	Easy, Mental health, Want to, Spontaneous, Enjoy, New	Difficult, Ambition, Ought to, Task, Not necessarily enjoy, Follow-up	✗	✓	✓
	Knowledge for self, Light reading, Everyday, Pleasure, Wide	For exam, Parrot-like recall, Professional, Knowledge for work, Specific	✗	✓	✓
	Imaginative, Positive, In depth, Creative,	Mundane, Negative, Lazy, Passive	✗		✓
	For information, Curiosity, Out of myself, Communication	For self, Not curiosity Into myself, Private me		✗	✓

Discussion

The importance of this repertory grid study is that it allowed the students to define their own repertoire of reading purposes which were real for them. It enabled them to reveal the dimensions in which these purposes were experienced. Thus if carefully and sensitively elicited, the grid displays patterns of personal meaning, central to a given topic. The grid is a method for exploring individual needs, attitudes, habits and strategies of behaviour in indiosyncratic terms, in contrast to other psychological tools, such as Questionnaires, Standardised Tests or Structured Interviews. These inevitably offer a preplanned framework for channelling responses.

The nine college of education students had volunteered for a Reading-for-Learning course, offered within the SSRC project. The grid results were used as a starting point for conducting Learning Conversations about reading purposes (Augstein & Thomas, 1975). Such "conversations" enabled students to review their repertoire, whilst remaining centrally located in their own domain. Moreover, the focused grids, in conjunction with other psychological tools, were used in Learning Conversations to guide students to improve their Reading-for-Learning competency. The other tools consisted of:-

a Purpose taxonomy and hierarchy (Augstein, 1971),

the Reading Recorder (Thomas & Farnes, 1972),

and the Flow Diagram Technique (Thomas, 1972).

When a tool such as the repertory grid proves to be a good systematic aid in Learning Conversations, it almost inevitably becomes a useful method for evaluating change. A follow-up consensus grid

showed that the "educational" and "real learning" sets of elements in the original consensus grid, which were placed at opposite poles of most constructs, had moved towards each other and overlapped.

Implications

An awareness of a wide range and quality of reading purposes, together with the development of an effective processing of the resource, enables the reader to move towards becoming a self-organised learner. This emphasis on personal autonomy changes the whole concept of assessment. Effective processing skills, which lead to reading outcomes, can only be evaluated in the context of purpose, in particular the reader's self-articulated purpose. The repertory grid and the grid focusing technique together form a useful method for articulating a taxonomy of the reader's own purposes. Given this, the teacher and learner can together monitor 'purpose', 'strategy' and 'outcome' within the framework of Type C learning.

White's claim that motivation can be construed as competence-seeking and Kelly's view of man as seeking viable meanings within which to understand and operate in his world, place personal meaning at the centre of issues of motivation and purposeful learning. The terms in which a reader comprehends a reading situation largely influence the purposes he will pursue. The implementation of these purposes will in turn influence his comprehension. Each of us, from 6 year-olds upwards, can all too easily fall into self-perpetuating cycles of reading behaviour, which limit competency. But humans are much more than closed system robots. In another paper (Thomas & Augstein, 1975) the

authors have shown that repeating cycles of behaviour, which constrain and limit the use of print as a resource for learning, can be broken, and that new levels of competency can be achieved. The findings of our continuing research into Reading-for-Learning have enabled us to formulate a hierarchical 'purpose-strategy-outcome-review' model of the reading process (Thomas & Augstein, 1975). Using this model for defining a language of learning and a kit of tools for raising awareness of the process of learning, we have "conversationally" interacted with students. Improvements in Reading-for-Learning competency of up to 300 - 500% have been recorded (Thomas & Augstein, 1975). Reading is only one mode of learning. Other studies at the Centre are beginning to show that listening, writing and discussion can be conversationally explored for enhancing competency in learning. The repertory grid and focused grid are used for eliciting taxonomies of intentionality in each of these modes. Used in this way, the grid becomes a universal tool for learning- to-learn.

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